

Evidence-Based Intervention	Description	Eligibility Information
Art Therapy	<p>Art Therapy, facilitated by a certified art therapist is used to improve cognitive and sensory-motor functions, foster self-esteem and self-awareness, cultivate emotional resilience, promote insight, enhance social skills, reduce and resolve conflicts and distress.</p> <p>Kinesthetic, sensory, perceptual, and symbolic opportunities invite alternative modes of receptive and expressive communication, which can circumvent the limitations of verbal articulation alone.</p>	<p>Students PK-12 who manifest social-emotional challenges, maladaptive behaviors, regressive behavior, selective mutism, grief or trauma symptomology may appropriate for the intervention. Providers may refer students who are then screened by a certified art therapist for eligibility. Art therapy is implemented ancillary to behavioral support services.</p>
Bounce Back	<p>Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events. Bounce Back teaches students ways to cope with and recover from traumatic experiences, so they can get back to doing what they want to do and need to do. Bounce Back is based on the Cognitive Behavioral Intervention for Trauma in Schools (CBITS). The Bounce Back program includes 10 group sessions, 1-3 group parent sessions, and 2-3 individual student sessions.</p>	<p>Students are referred based on known or disclosed trauma exposure and must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for Bounce Back participation.</p>

Child-Centered Play Therapy (CCPT)	CCPT is an evidence-based early intervention approach to help young children self-regulate emotions, develop improved executive functioning skills, and increase emotional literacy using play. This school-based intervention includes a parent interview, 4 assessment sessions, and 10 individual child-centered play sessions.	CCPT targets elementary-aged students in need of Tier II or Tier II social-emotional and/or behavioral support. Students can be referred by parents/guardians, teachers or other school staff. Students who manifest social-emotional challenges maladaptive behaviors, regressive behavior, grief or trauma symptomology are appropriate for the intervention.
Cognitive Behavioral Therapy (CBT)	CBT is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel. It is used to help treat a wide range of issues in a person's life, from relationship problems, or anxiety and depression.	The facility and universality of CBT renders it appropriate for intervention with many students. Students who manifest social-emotional challenges and maladaptive behaviors may benefit from CBT intervention. DCPS has developed separate CBT protocols for elementary-aged students and adolescents.
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	CBITS is a school-based intervention for addressing specific incidents of trauma exposure. Designed for students between 5th and 9th grades. Students participate in 1-hour weekly group sessions for 10 weeks. Program also includes three individual sessions, two parent/guardian education sessions, and one teacher education session. Services are delivered by a CBITS-trained social worker.	Students are referred based on known or disclosed trauma exposure and must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for CBITS participation.

Grief and Trauma Intervention (GTI)	<p>GTI for Children was piloted in all elementary schools in SY 16-17. GTI is designed for children ages 7 to 12 with posttraumatic stress due to witnessing or experiencing one or more types of violence or disasters or due to experiencing or witnessing the death of a loved one, including death by homicide. GTI aims to improve symptoms of posttraumatic stress, depression and traumatic grief. The intervention is conducted with children in a group or individual format in 10 sessions of approximately 1 hour. The program also includes a parent/guardian education session.</p>	<p>Students are referred based on known or disclosed trauma exposure, and they must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for participation.</p>
Motivational Enhancement Therapy/Cognitive Behavioral Therapy (MET/CBT5) (Cannabis Youth Treatment - CYT)	<p>MET/CBT5/CYT is a school-based intervention to address cannabis use disorders. Treatment utilizes motivational enhancement therapy and cognitive behavioral therapy principles in this 5-session program for adolescents between the ages of 12 and 18. Must be delivered by trained social workers. Sessions are a combination of individual and group modalities.</p>	<p>Eligible students must meet criteria for cannabis use disorders, experience problems (including emotional, physical, legal, social, or academic problems) associated with marijuana use and report marijuana use at least weekly for 3 months.</p>

Love in Not Abuse (LINA)	Love Is Not Abuse uses literature to address the dynamics of dating abuse but also to offer better alternatives to relationship conflicts and encourage students to find models of healthy relationships. This curriculum addresses victim safety and support, but it equally tackles people who are abusive by helping students recognize abusive tendencies in themselves and teaching bystanders how to reach out to friends who abuse and change atmospheres that promote violence. This intervention targets students in grades 8-12.	Designed as an awareness and prevention curriculum, this intervention can be as a Tier 1 or Tier II intervention for students in grades 8-12.
Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)	SPARCS is a school-based intervention targeting chronically traumatized adolescents experiencing chronic stress and problems in functioning (i.e., school adjustment, PTSD symptoms, etc.). This 16-week program includes weekly group sessions with a SPARCS-trained social worker.	Students with behavioral concerns have an increased likelihood of a trauma history. Identified students will be screened for eligibility via a trauma symptom scale and clinical interview. This is a voluntary program for middle and high school students.
Unstuck and on Target!	Untuck and on Target! is a classroom-based curriculum for students with Autism Spectrum Disorders used in a weekly group that teaches what flexibility is, why it is important to be flexible, how to be flexible, how to set and prioritize goals, and how to develop coping skills. Those implementing this curriculum should have basic skills in working with students with ASD and must collaborate with teaching staff on common language and mindsets for working with students with ASD.	Unstuck and On Target! was designed for 8- to 11-year-old students with ASD who have intact language and cognitive skills (e.g., those with high-functioning ASD) and who have difficulties with flexibility, organization, and planning. Specifically, it is designed to serve school-age children with ASD who have the cognitive and verbal skills to benefit from higher order cognitive and social interventions (i.e., average IQ and at least a second-grade language and reading level) because it is a verbally-driven intervention.

<p>The Seven Challenges</p>	<p>The Seven Challenges is a comprehensive counseling program for young people that incorporates work on alcohol and other drug problems. It is designed to motivate youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing the desired changes. It supports them in taking power over their own lives.</p> <p>In The Seven Challenges, young people address their drug problems, their co-occurring life skill deficits, and their situational and psychological problems. Although counselors in the program provide a structure for groups and a framework for individual sessions, the content of each session is exceptionally flexible, in response to the immediate needs of youth. It is manualized, but not pre-scripted.</p>	<p>Eligible students must meet criteria for substance use disorders, experience problems (including emotional, physical, legal, social, or academic problems) associated with marijuana use and report marijuana, alcohol or other drug use at least weekly within the last 3 months.</p>
<p>Theater Troupe/Peer Education Project (TTPEP)</p>	<p>TTPEP is an evidence-based prevention and peer education intervention that increases knowledge of social norms; modifies attitudes, beliefs and intentions through the examination of consequences; and promotes the development of communication and peer refusal skills related to alcohol and marijuana use.</p>	<p>Eligible students are those who are active in recovery, screened and appropriate for intervention, motivated for peer to peer experience, and/or subject to exposure.</p>

<p>The Zones of Regulation (Zones)</p>	<p>The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience in four concrete colored zones. The Zones framework provides strategies to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve ability to problem solve conflicts.</p>	<p>Zones targets elementary and middle school-aged students in need of Tier II or Tier II social-emotional and/or behavioral support. Students can be referred by parents/guardians, teachers or other school staff.</p> <p>Zones was designed to support students in the area of self-regulation, including sensory regulation, emotional regulation, and executive functioning, particularly students with autism spectrum disorders (ASD) and attention deficit hyperactive disorder (ADHD) into the curriculum and conducted extensive background research.</p>
<p>AI's Pals: Kids Making Healthy Choices</p>	<p>AI's Pals: Kids Making Healthy Choices is an early childhood curriculum designed to increase the protective factor of social and emotional competence in young children and to decrease the risk factor of early and persistent aggression or antisocial behavior. The resiliency-based curriculum is designed to provide real-life situations that introduce children to health-promoting concepts and build pro-social skills, such as understanding feelings, accepting differences, caring about others, using self-control, and managing anger.</p>	<p>AI's Pals targets elementary school students and is designed to bolster their social and emotional supports. Students can be referred by school staff.</p>

I Am Little Red	I AM LITTLE RED is a primary prevention tool aimed at reducing the risk of commercial sexual exploitation among children. The film is a contemporary re-imagining of the classic fairy tale, Little Red Riding Hood. I AM LITTLE RED addresses the four tactics a “wolf” (trafficker/pimp) will typically use to lure a Little Red off their path.	I AM LITTLE RED is a 10-minute animated short aimed at elementary school students most at-risk for sex trafficking (e.g. foster-care, runaway, LGBTQ, homeless, and adopted children), with the goal of prevention and awareness. It is designed to be an important part of an inoculation approach to commercial sexual exploitation.
The Feeling Friends	The Feeling Friends is a cutting-edge social-emotional learning (SEL) educational product that helps children learn, feel safe, and express their feelings appropriately via entertaining, educational, and interactive experiences. The Feeling Friends positively influences children's emotional development by strengthening and nurturing a child's social and emotional competencies while integrating the academic experience.	Social-emotional skills, such as the ability to recognize and manage one's emotions and the emotions of others, provide a foundation for building trusting relationships that are important at home, school and the workplace.

Tell Your Friends	Through educating high-risk girls and boys about their rights and resources in the classroom, the curriculum both empowers and motivates students with the knowledge, communication skills, and community resources to keep themselves safe from exploitation and trafficking and to become peer educators who will “tell their friends,” families, and communities how to do the same. Using video, drawing, and song, the curriculum is an interactive age-appropriate curriculum that defines what human trafficking is, identifies risk factors teen girls and boys face toward human trafficking, talks about healthy and unhealthy relationships, draws links between intimate partner violence and human trafficking, and provides a citywide resource guide to students that helps them reach us and our 35 community-based partners across the D.C. area.	Tell Your Friends is a four module, multimedia prevention education curriculum taught in public middle and high school classrooms, after-school programs, youth shelters and group homes.
LIGHTS	LIGHTS is a narrative based prevention education curriculum designed to empower young people with the knowledge and skills to protect themselves from human trafficking and exploitation. There are 10 inter-woven narratives are based on the lived experiences of teen survivors bringing to life the complex and most common ways youth in America are trafficked and exploited.	The Lights curriculum is designed to educate secondary students. This curriculum has been piloted in various states with youth from every economic background and ethnicity.